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ABSTRACT

The state of Indiana mandated a Beginning Teacher Assistantship and Professional Development Plan. Training for 63 mentor teacher educators was conducted at 4 locations in 4 days in August 1989. A 2-hour videotape was produced using the original training sessions for training or reinforcement of training. The advisory committee developed a professional development form and documents that pertained to the beginning teacher and the mentor. Three handbooks that addressed the Occupational Specialist Certificate I, II, and III (OS I, II, and III) were developed in addition to a Vocational Administrator's Guide. Numerous forms to facilitate the operation of the Beginning Teacher Assistantship and Professional Development Plan were also developed and distributed. A videotape on questions and answers about the plan was made. Recommendations were made for research on mentoring; development of more detailed requirements for fulfilling the professional development plan; reevaluation of renewal requirements under the OS I, II, and III; an annual mentor workshop; and maintenance of the beginning teacher assistantship in Indiana. (Appendixes include three reports: an evaluation and cost analysis of the project; the project's final evaluative report; and a report on Indiana's Vocational Teacher Induction Program.) (YLB)

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Final Report
of

PROFESSIONAL DEVELOPMENT FOR OCCUPATIONAL SPECIALIST:
BEGINNING TEACHER ASSISTANTSHIP AND PROFESSIONAL
DEVELOPMENT PLAN

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EXECUTIVE SUMMARY

The primary purpose of this project was to implement the State mandated Beginning Teacher Assistantship and Professional Development Plan. To these ends the project was a success. The task of preparing professionals to educate mentors was facilitated with the application of proven techniques developed for Project CREDIT. Project CREDIT director, Dr. Marvin Henry, conducted the initial training sessions that began the process of mentor training.

Mentor training was conducted at four different locations in four days in August of 1989. Most mentors used during school year 1989-90 were trained during the four sessions provided. The project director did, however, train several mentors personally and also sent out video tapes for emergency training.

A video tape was made of Mentor training for use by any and all who have the need. Three handbooks were produced to provide needed information regarding the program. In addition, under contract to the project, the IAAVD also produced a set of guidelines that are three ring bound to facilitate the inclusion of additional information with the passage of time.

All materials developed through the project have been disseminated to appropriate personnel about the State. Additional copies of all materials are available through Indiana State University upon request, until the supply runs out.

As a result of this project eight persons have been trained in Mentor Education. Approximately seventy-five mentors have

been trained. Three handbooks have been developed, as well as a Vocational Administrator's Guide. Numerous forms to facilitate the operation of the Beginning Teacher Assistantship and Professional Development Plan have also been developed and distributed. Two video tapes have been made, one on Mentor training and the other on Questions and Answers about the PDP.

The first year of operation is completed and in August, during IVA, an evaluation of the first year will be conducted. This is to take place during the Mentor Workshop sponsored by the IVTITTA. Further recommendations will follow this report as a result of the IVA workshop.

It is the project director's opinion that the first year of the Beginning Teacher Assistantship went well. The PDP is underway and has yet to be tested. Initial fears about the PDP have, for the most part, been allayed. Some concerns still seem to exist but, as the PDP committees begin to operate, it is believed that those concerns will vanish.

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INTRODUCTION

It is said that "all good things must come to an end." It is hoped that when the Beginning Teacher Assistantship and Professional Development Plan comes to an end it is for replacement by a more timely program. This is to constitute the Final Evaluative Report for the Beginning Teacher Assistantship and Professional Development Plan project.

As per the proposal, this report will be broken into three main sections. The first will be an evaluation of the project accomplishments versus project goals. The second will comprise comments on the efficiency of project activities. The third, and final section, will be recommendations of additional activities for the future, as so deemed appropriate.

Many hours of work, compromise, and effort have gone into this project. People have provided services of inestimable value. Ideas have been generated. Improvement of vocational education delivery has been attempted. A general observation would be that Indiana has a better vocational education program, at the secondary level, as a result of those efforts.

TECHNICAL REPORT

ACCOMPLISHMENTS VERSUS GOALS

Eight project goals and objectives were stated at the outset of this project. Each will be addressed with respect to accomplishments.

A. Develop the beginning teacher assistantship program.

To accomplish this goal an advisory committee of eight members was formed. The original eight members were as follows:

Ms. Janene Dawes

Mr. Charles Fields

Dr. Janice Hall

Mr. Larry Hensley

Mr. George Herron

Dr. Richard Kelly

Mr. Alvin Ries

Mr. Greg Schrader

As a result of reassignment of duties Mr. Charles Fields was replaced by Mr. Kenneth Pierce.

The advisory committee was instrumental in the development of three handbooks, Vocational Administrator and Mentor, Beginning Teacher, and Professional Development Plan. They also were instrumental in the development of the forms that the Beginning Teacher and Mentor are to use in keeping track of their meetings. There was also a video tape for mentor training developed and an "800" number established to facilitate expeditious handling of questions from the field.

In conjunction with the IAAVD, and Dr. Nitsos, the V-90A form and a vocational directors guideline was developed. Other indicators that the beginning teacher assistantship program was developed, as a result of the project, is evidenced in the remaining goal and objective accomplishments.

B. Train a cadre of mentor teacher educators.

June 7, 8, & 9, 1989 were the dates that the "Mentor Educators" received their training. Training took place in Terre Haute and was provided for the following individuals:

Ms. Joanne Bendall	Dr. Everard Cornwall
Dr. Thomas Garrison	Dr. Robert Harris
Mr. Robert Hoffman	Mr. James Nickell
Mr. Ken Surber	

Dr. Donald Buskirk was unable to make the training sessions. Training was provided by Dr. Marvin Henry, Indiana State University. Dr. Henry developed project CREDIT and is a noted expert in this field. The project director, Dr. Robert Croker as well as the project assistant, Ms. Lori Kerns also attended the training.

C. Train a cadre of public school vocational education teacher-mentors.

A total of 104 teachers were contacted by mail to receive training as mentors. Out of that number a final total of 63 people received training. In that respect the project fell short of the target of 92 trained mentors. Efforts were made by project staff to increase the number trained but those efforts fell short. Training took place, for the most part, in four locations around the state. Training sites and dates were as follows:

August 7, 1989, Muncie

August 10, 1989, Columbus

August 16, 1989, Indianapolis

August 17, 1989, South Bend

In addition to those trained in the above sites, 12 other individuals received training from the project director and/or the two hour video tape. All of the four training sessions above were video taped, the tape was edited to two hours and duplicated for the purpose of future training.

A two hour video tape was produced, using the original training sessions, and remains available for the purpose of training or reinforcement of training.

D. Develop the Professional Development Plan.

Much elaboration came about on this topic. There was much concern that teachers would not be able to develop their technical skills. Others were concerned that teachers would not developed needed teaching skills. And still others were concerned with the basics.

The handbooks reflect the recommendations of the advisory committee. There was a consensus of advisory members that teachers should strike a balance of teaching skill improvement and technical updating. As such, that recommendation appears in the handbooks.

A Professional Development form was developed through the efforts of the advisory committee. This form provides for uniformity throughout the state and is simple in its design.

Provisions for a change or amended plan was also provided for on the reverse of the form. It was felt that a change should be the exception and not the rule.

E. Write and produce documents for the beginning teacher assistantship and professional development plan.

The advisory committee developed documents that pertained to the beginning teacher and the mentor as they documented their activities. Those forms are identified as VEM 1-90, VEM 2-90, and VEM 3-90. In addition to these forms the advisory committee developed the PDP form.

As a consultant under contract to the project, the IAAVD developed additional materials. With Dr. Nitsos the revised V-90A was developed. In addition, they developed a guideline for vocational administrators.

F. Develop certification procedures for vocational directors.

Once again, the revised V-90A, developed jointly by Dr. Nitsos and the IAAVD, serves as the certification procedure. Also, procedures outlined in the "guidelines" address this goal.

G. Train area vocational directors in role and procedures.

In the late Spring of 1989 all school districts and area vocational districts were notified by letter of an IHETS workshop on the new license pattern. An 800 number was provided for live interaction by all participating in the workshop. In addition, every downsite was given permission to tape the workshop for

those who would not be able to attend. Tapes were also available from ISU.

During the summer of 1990 the project director and Dr. James Nitsos held two workshops to discuss the new licensing pattern and the beginning teacher assistantship. Again, all vocational directors were sent letters advising of the location and times. Workshops were held in Kokomo and Columbus.

A planned discussion of the beginning teacher assistantship program, at the IAAVD conference in August of 1990 was cancelled because of the death of the project director's father.

In January of 1990 a video tape was made discussing questions and answers about the professional development plan. These tapes have been delivered to every area vocational district in the state.

Handbooks that addressed the Occupational Specialist Certificate I, II, III were developed and distributed. Handbooks were hand delivered with the hopes that any questions that arose at the time could be answered. In addition to concerned parties in Indiana receiving the handbooks, copies were sent to each of the six National Networks for Curriculum Coordination in Vocational & Technical Education in the U.S. Copies were also sent to the ERIC Clearinghouse for Adult, Career, and Vocational Education, as well as Indiana's Vocational Education Services Center in Bloomington. The project staff and advisory committee members were very pleased with the quality of the handbooks, both in terms of content and production.

The project's 800 number was made available to as many people as the project staff could reach. It was advertised on IHETS, during meetings, and every other occasion. Many calls have been received and many questions were answered as a result of the 800 number.

H. Evaluate, including cost, the beginning teacher assistantship program.

The IAAVD, acting under contract to the project, was assigned this task. Their report includes a projected cost breakdown of the costs involved in the new program. Most of the costs associated with the new program are listed as indirect. The hours associated with the costs are based on a start-up year and are suspect for continued operation. Much of the OS I PDP development time is actually a part of the beginning teacher seminar that is provided from the consortium and need not be a function of the vocational director alone.

Anticipated Results

Nine anticipated results were identified in the proposal. Each has been satisfied as a result of this project.

COMMENTS ON THE EFFICIENCY OF PROJECT ACTIVITIES

If there was to be just one aspect that could be changed I would have to list communication as that aspect. Communication between the project staff and consultants was lacking. Without fault finding I would submit the lack of experience on behalf of all parties concerned as the major contributing factor. Even

with the initial communication breakdown, all went well once the problems were ironed out.

It was felt that the IHETS broadcast was a positive feature, reaching as many people that wanted the information. Coupled with the availability of tapes, there was little that could be done to increase the dissemination of information.

The production of a two hour video for mentor training was very slow and came out several months behind schedule. The production quality was lacking, but in defense, a live filming of mentor training sessions did not provide the best filming environment. Given the conditions of taping, the project staff was satisfied with the production quality received. Many telephone calls were received about the tapes, the 800 number got a workout. If nothing else good came out of the delay we were able to determine that most people had the 800 number.

After handbooks were produced, about one to two months later than scheduled, they were delivered. The decision was made to deliver them personally. It was felt that this would provide the opportunity for project staff to meet with directors and provide the opportunity to answer questions. In theory the idea was sound, in practice it could have gone better. All-in-all the distribution, although slow, went well and served to answer many questions.

RECOMMENTATIONS

The question of future mentor training has to be a major concern for state department personnel. The project staff, after giving thought to this concern feel that the mentor training that takes place for the "internship" program should provide the basics needed. However, it is strongly recommended that those prepared under this system view the two hour video. The internship training makes the assumption that the "beginning teacher" has a degree in teacher education. This would be a fatal assumption for vocational mentors to make.

Research into the whole mentor picture, plus workshop attendance by the project director, would indicate some other considerations are in order and are as follows:

1. Mentors should be nominated by teacher dominated committees, not administrators alone.
2. Mentors should be appointed for terms, such as one, two, or three year.

Many mentors and vocational administrators used the 800 number to find out about the mentor stipend. It would appear that there was a systems failure. Efforts should be made to see that an equitable system of fund allocation be followed. The stipend issue was not one that should be taken lightly, some of the calls received were verging on hostile. If the system is to succeed it is important to make prompt and timely payments of the stipends to mentors. Where the system went astray is not known but, something should be done to see that the future brings a

better stipend distribution system.

Of concern is the PDP. Requirements for fulfilling the PDP is vague at best. The advisory committee to the project has indicated that the vocational administrator and the university representative should be professional enough to assign clock hour credit to any technical updating a teacher may attend. However, if Indiana is to foster a "world class" secondary vocational education system, as is the intent of the present administration, steps need to be taken in that direction.

Presently, the Occupational Specialist Certificate I, II, III provides no strength to the improvement of vocational education in license renewal. As two of the three PDP committee members can out-vote the third, minimum effort on behalf of a teacher can qualify for renewal. This is not to say that this will take place but, the appearance of no quality control could be as harmful as not having any quality control. Therefore, it is a recommendation of this project that a re-evaluation of renewal requirements under the Occupational Specialist Certificate I, II, III be made.

A nationwide survey conducted as a part of the project yielded information in reference to license renewal. Forty-five of the fifty states surveyed reported on renewal information, the results are as follows:

Renewal requirements	No. States
University credit	29
University credit and other	4

Life licensing (through univ. credit)	2
Structured workshops (univ. & state)	9
Nothing	1

It is strongly recommended that a mentor workshop be provided each year in conjunction with the IVA conference. This will provide for much interaction on behalf of the beginning teacher, the mentor, and concerned individuals. It is believed that such exchanges of information can only improve the present system.

Every effort should be made to see that the beginning teacher assistantship be maintained in Indiana. In an article entitled Synthesis of Research on Mentoring Beginning Teachers, Gray & Gray state. "Because beginning teachers want to achieve professional autonomy and status equality with their colleagues, 92 percent do not seek help from colleagues except indirectly by swapping stories about personal experiences. This hides novices' weaknesses but does not enable them to obtain help with those factors - inexperience, unavailability of expertise, and ambiguity about goal attainment - that produce 93 percent of teacher stress related to performing professional tasks." (Educational Leadership, Nov. 1985. Vol. 43, No. 3, pp 37-43.)

APPENDIX A

EVALUATION AND COST ANALYSIS
OF THE
BEGINNING TEACHER ASSISTANTSHIP PROGRAM
AND
PROFESSIONAL DEVELOPMENT PLANNING SYSTEM

PREPARED BY
INDIANA ASSOCIATION OF AREA VOCATIONAL DISTRICTS
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James E. Hixson, Editor

in cooperation with project titled

"Professional Development for Occupational Specialist:
Beginning Teacher Assistantship and
Professional Development Plan"

INDIANA STATE UNIVERSITY
DEPARTMENT OF INDUSTRIAL TECHNOLOGY EDUCATION
TERRE HAUTE, IN 47809

PROJECT DIRECTOR
Robert E. Croker Ed.D

I. Introduction

Objective H of the Indiana State University Project, "Professional Development for Occupational Specialist: Beginning Teacher Assistantship and Professional Development Plan" is to evaluate, including cost analysis, the beginning assistantship program. The stated outcome (Outcome I) for this objective is a technical report which includes an evaluation and a cost analysis of the beginning teacher assistantship program and the professional development planning system.

The Indiana Association of Area Vocational Districts (IAAVD) has entered into a cooperative effort with the project to assist in the implementation of the stated objective and the planned outcome. In order to achieve the intended outcome the IAAVD conducted necessary research regarding the cost and effectiveness of the beginning teacher assistantship program and the professional development planning system.

II. Procedures

Survey forms were prepared and mailed to all Indiana area vocational directors. Three different survey forms were developed to obtain responses from (1) teachers undergoing the beginning teacher assistantship program, (2) mentors involved in the beginning teacher assistantship program, and (3) administrators involved with teachers in the beginning teacher assistantship program.

The survey forms for the teacher and mentor were designed to secure the reaction of both parties to the improvement of the teaching skills of the beginning teacher. Also included in the survey were items designed to obtain the reaction of the teacher and mentor to the benefits, problems and needed improvements in the professional development planning system.

The form for the administrator required similar responses to that of the teacher and the mentor. Additionally, the administrator was asked to indicate actual or estimated costs for various item of expense relating to the beginning teacher assistantship program and the professional development planning system.

The survey forms were mailed to all area vocational directors for distribution to the proper persons to respond. Survey responses were received from 24 teachers, 23 mentors, and 17 administrators. Additionally, 21 area vocational directors responded with an indication that there were no beginning teachers in their area programs.

Samples of the survey forms are attached.

III. Results of Study

A. Evaluation of beginning teacher assistantship program

Teacher responses

The results of the survey of the beginning teachers involved in the beginning teacher assistantship program are shown in Table I below.

As can be seen the teachers indicated that they had received a great deal of assistance from the program. Only about three percent of the teacher responses indicated no assistance from the mentor program. Of interest is the response to Item 7 which seems to indicate that the least amount of help received was in the area of working with youth groups. Also, four respondents indicated that this item was N/A or "not applicable."

TABLE I: Survey Responses of Beginning Teachers

<u>As a result of the mentor program,</u> I feel that: (Check the best response)	Much Better	Some Better	No Better
1. I manage classroom situations	12	12	0
2. I manage lab sessions	9	14	1
3. I manage student behavior	9	15	0
4. My instructional methods are	12	12	0
5. I monitor student performance	10	13	1
6. My daily instructional plans are	14	9	1
7. I manage the vocational youth group	4	15	1
8. I maintain reasonable work standards for students	11	12	1
9. I interact effectively with students, parents, co-workers and community	9	14	1
10. I understand school law, policies, rules, and budgetary procedures	10	13	1
Total responses: (235)	100	128	7
Percentage responses:	42.6%	54.5%	2.9%

Teacher responses indicate that major benefits include assistance in:

1. learning school policies, rules, procedures, etc.
2. student evaluation
3. student discipline
4. curriculum

The major problems encountered by the teachers were:

1. scheduling meeting with the mentor (prep period do not match)
2. teaching assignment of mentor is different
3. too many conferences

The major suggestions for improvement were:

1. Schedule prep periods of mentor and teacher at the same time.
2. Provide teachers with mentors from the same occupational area.
3. Reduce the number of suggested conferences.

Mentor Responses

The results of the survey of the mentors involved in the beginning teacher assistantship program are shown in Table II below.

Table II: Survey Responses of Mentors

I. As a result of the mentor program, I feel that the beginning teacher:	Much	Some	No
	Better	Better	Better
1. Manages classroom situations	9	14	0
2. Manages lab sessions	10	13	0
3. Manages student behavior	11	12	0
4. Utilizes instructional methods	9	13	0
5. Monitors student performance	11	11	1
6. Utilizes daily instructional plans	6	17	0
7. Manages the vocational youth group	8	6	2
8. Maintains reasonable work standards for students	14	8	1
9. Interacts effectively with students, parents, co-workers and community	15	8	0
10. Understands school law, policies, rules, and budgetary procedures	9	13	1
Total responses: (222)	102	115	5
Percentage:	45.9%	51.8%	2.3%

As can be seen the mentors indicated they believed that the teachers had received a great deal of assistance from the program. Only 2.3 percent of the mentor responses indicated the teacher had received no assistance from the mentor program. As with the teacher responses, the response to Item 7 seems to indicate that the least amount of help received was in the area of working with youth groups. Also, a number of mentors failed to respond or marked N/A to this item on the survey.

Mentor responses indicate that major benefits to the beginning teacher include assistance in:

1. evaluation of students
2. formal procedure to provide non-administrative assistance
3. sounding board for ideas
4. discipline

The major problems encountered by the mentors were:

1. scheduling meeting with the teacher (prep period do not match)
2. lack of time for observing the beginning teacher
3. too much time involved in conferences
4. beginning teacher located at different site

The major suggestions for improvement were:

1. schedule prep periods of mentor and teacher at the same time.
2. provide mentor with release time to observe and confer with beginning teacher
3. provide mentor with more instruction on the role of the mentor
4. regional in-service meetings for mentors

Administrator Responses

The results of the survey of the administrators involved in the beginning teacher assistantship program are shown in Table III below.

The administrator survey indicates that they believe the teachers had received a great deal of assistance from the program with a positive response of 86.5 percent. Only 13.5 percent of the administrator responses indicated the teacher had received no assistance from the mentor program. As with the teacher responses and the mentor responses, Item 7 seems to indicate that the least amount of help received was in the area of working with youth groups.

Even though the administrators were generally positive toward the teacher assistantship program, the percent who indicated the beginning teacher was not assisted in some areas was a great deal greater than the responses of the teachers and mentors. The "non-positive" responses of the administrators was 13.5 percent compared to 2.3 percent for the mentors and 2.9 percent for the teachers.

Table III: Survey Responses of Administrators

As a result of the mentor program, I feel that the beginning teacher:	Much Better	Some Better	No Better
1. Manages classroom situations	8	7	2
2. Manages lab sessions	8	8	1
3. Manages student behavior	8	8	1
4. Utilizes instructional methods	8	7	2
5. Monitors student performance	9	6	2
6. Utilizes daily instructional plans	7	8	2
7. Manages the vocational youth group	7	2	8
8. Maintains reasonable work standards for students	6	9	2
9. Interacts effectively with students, parents, co-workers and community	8	8	1
10. Understands school law, policies, rules, and budgetary procedures	7	8	2
Total responses: (170)	76	71	23
Percentage:	44.7%	41.8%	13.5%

Administrator responses indicate that major benefits to the beginning teacher include assistance in:

1. serving as a role model for the teacher
2. formal support system (non-administrative assistance)
3. sounding board for ideas using peers

The major problems encountered by the administrators were:

1. lack of information regarding program
2. time consuming procedures
3. beginning teacher located at different site

The major suggestions for improvement were:

1. guidelines for program procedures and requirements are needed
2. mentor needs release time to observe and confer with beginning teacher
3. mentor needs more instruction on the role of the mentor

Summary Statement

With the exception of a small percentage, the respondents were pleased with the assistance being provided to the beginning

teachers by the beginning teacher assistantship program. Many benefits were defined by all parties concerned with the performance of the teacher. It would appear that the program is worthy of continuation and is providing the beginning teacher with benefits that will improve the instruction for the vocational education students of Indiana.

The problems and suggestions seem to be related for the most part to the newness of the program. Once guidelines are provided to the vocational education field, many of the problems relating to the beginning teacher assistantship program should disappear.

B. Evaluation of Professional Development Plan (PDP) System

Of the teachers responding to the survey, one third indicated that their PDP was partially complete, one third indicated that their PDP had not been started, and one third did not respond to the survey item. Some respondents indicated that the need to complete the PDP during the current school year is not a high priority item. Others indicated a lack of knowledge regarding the requirements and/or procedures.

The responses to the survey was generally positive with a number of benefits suggested for the PDP system. The more frequently mentioned benefits of teachers, mentors, and administrators include:

1. Provides a means of goal setting for the teacher's professional development
2. Formalizes the professional development process for occupational specialist certified teachers
3. Provides the teacher with assistance in determining professional development needs
4. Forces the teacher to consider needs as they work toward certificate renewal.

Most responses to the survey did not indicate problems. By far the most frequent problem mentioned was the lack of information regarding the process and requirements. The other major problem suggested was that the process is time consuming.

The major suggestion for improvement was that guidelines for the PDP system are needed which reflects the most frequent problem mentioned.

Summary Statement

The benefits of the PDP system as determined by the IAAVD survey indicates that the respondents are generally favorable toward the system. The problems and suggestions appear to be related to a need to better inform the teachers and administrators as the new

occupational specialist program moves into future years. The problems that arose are those that could be expected as certification requirements and processes change.

C. Cost Analysis of the Mentor Program

As a part of the IAAVD Survey, vocational administrators with beginning OS I teachers were asked to provide the costs of the mentor program and the time involved with various activities of the mentor program at the local level. Actual costs to date and estimates to the end of the current school year were requested. The administrators were requested to break down the costs by costs item categories and by "direct" and "indirect" costs. "Direct" costs were defined as those costs paid in additional dollars while "indirect" costs were defined as costs already within planned budget expenditures or not additional dollars.

Table IV below shows the breakdown of cost items identified, the average hours involved in each activity, the average "direct" cost of each activity, and the average "indirect" cost of the activity.

The results of the survey showed an average total time commitment at the local level of 59.17 hours to the mentor program. The local costs averaged \$1336.66 with \$148.33 being "direct" costs and \$1188.33 being "indirect" costs.

This cost study indicates that very little additional funds were required to operate the mentor program with most of the costs, 89 percent, being met with funds already obligated to be spent. However, it should be noted that this type expenditure requires the reassignment of duties or assignment of extra duties for the personnel involved.

Table IV: Cost Analysis of Mentor Program

Cost Item	Average Hours	Average Direct Cost	Average Indirect Cost
1. Mentor time for observations	10.20	\$0.00	\$269.00
2. Mentor time for conferences	14.30	\$37.50	\$431.20
3. In-service of mentor	2.00	\$0.00	\$52.00
4. Substitute for mentor	7.00	\$37.50	\$0.00
5. Teacher time for observations	5.22	\$0.00	\$105.00
6. Substitute for teacher	9.83	\$73.33	\$0.00
7. Administrator time for conferences	5.11	\$0.00	\$169.56
8. Completing assistantship inventory (est.)	2.50	\$0.00	\$76.57
9. Observation of mentoring process	3.00	\$0.00	\$85.00
Totals	59.17	\$148.33	\$1,188.33

D. Cost Analysis of the Professional Development Planning System

As a part of the IAAVD Survey, vocational administrators with beginning OS I teachers were asked to provide the costs of the Professional Development Planning System (PDP) and the time involved with various activities of the mentor program at the local level. Actual costs to date and estimates to the end of the current school year were requested. The administrators were requested to break down the costs by costs item categories and by "direct" and "indirect" costs. "Direct" costs were defined as those costs paid in additional dollars while "indirect" costs were defined as costs already within planned budget expenditures or not additional dollars.

Table V below shows the breakdown of cost items identified, the average hours involved in each activity, the average "direct" cost of each activity, and the average "indirect" cost of the activity.

The results of the survey showed an average total time commitment at the local level of 15.32 hours to the PDP system. The local costs averaged \$479.14 with the entire amount being "indirect costs."

It should be noted that no attempt was made to determine the costs of the PDP System to the universities who have an important role in the system.

Table V: Cost Analysis of PDP Program Planning

Cost Item	Average Hours	Average Direct Cost	Average Indirect Cost
1. Teacher time, with University Rep.	3.38	\$0.00	\$105.25
2. Teacher time, meeting with Administrator	8.78	\$0.00	\$247.22
3. Administrator time, with University Rep.	1.50	\$0.00	\$60.00
4. Administrator time, with Beg. Teacher	1.67	\$0.00	\$66.67
Totals	15.32	\$0.00	\$479.14

IV. Recommendations

In implementing any new or revised regulations, it is to be expected that problems will arise. The problems associated with the beginning teacher assistantship program and the PDP system that were identified by the vocational education community seem to be of this nature and easily correctable in most instances.

The benefits noted far outnumbered the problems for both the mentor program and the PDP system. The recommendations offered will hopefully improve the promising system of providing well

qualified teachers for the secondary vocational education programs in Indiana.

The major recommendations are:

1. State wide in-service meetings should be held for all vocational administrators so that they can become fully knowledgeable of all facets of the occupational specialist certification program.
2. Consideration should be given to the value of regional meetings for mentors during the year in which they are serving as a mentor.
3. All local vocational personnel should be kept up-to-date by providing regular distribution of handbooks, guides, forms, changes in procedures, etc. so that the local agencies can be responsive.

APPENDIX

SURVEY FORMS

EVALUATION AND COST ANALYSIS
OF THE
BEGINNING TEACHER ASSISTANTSHIP PROGRAM
AND
PROFESSIONAL DEVELOPMENT PLANNING SYSTEM

INDIANA ASSOCIATION OF AREA VOCATIONAL DISTRICTS
P.O. BOX 24023
SPEEDWAY, IN 46224

James E. Hixson, Editor

SURVEY FORM FOR BEGINNING TEACHER (OS I)
IAAVD TECHNICAL REPORT DATA

The objectives of the beginning teacher assistantship program (mentor program) are to assist the beginning teacher (OS I) in the performance of their duties; to assist the beginning teacher to develop skills and educational practices necessary for excellence in vocational teaching; and to assist the beginning teacher in developing their Professional Development Plan.

Please respond to the following with the above objectives in mind.

I. <u>As a result of the mentor program,</u>				
I feel that: (Check the best response)	! Much !	! Some !	! No !	
	! Better !	! Better !	! Better !	
1. I manage classroom situations	!	!	!	!
2. I manage lab sessions	!	!	!	!
3. I manage student behavior	!	!	!	!
4. My instructional methods are	!	!	!	!
5. I monitor student performance	!	!	!	!
6. My daily instructional plans are	!	!	!	!
7. I manage the vocational youth group	!	!	!	!
8. I maintain reasonable work standards for students	!	!	!	!
9. I interact effectively with students, parents, co-workers and community	!	!	!	!
10. I understand school law, policies, rules, and budgetary procedures	!	!	!	!

II. In the space provided, give your reaction to the following items.
Use the back of the paper if needed.

A. Benefits of the mentor program to the beginning teacher.

B. Problems the mentor program may have caused you.

C. Suggestions for improvement of the mentor program.

The objective of the Professional Development Planning system is to provide a system by which the beginning teacher can effectively plan for growth as a vocational education teacher. The PDP is developed with assistance and approval of the Vocational Administrator and a university representative.

Please respond to the following items regarding the PDP

I. My PDP is complete.____ My PDP is partially complete.____
My PDP has not been started._____

II. In the space provided, give your reaction to the following items.
Use the back of the paper if needed.

A. Benefits of the PDP program to the teacher.

B. Problems the PDP program may have caused you.

C. Suggestions for improvement of the PDP program.

SURVEY FORM FOR MENTOR OF BEGINNING TEACHER (OS I)
IAAVD TECHNICAL REPORT DATA

The objectives of the beginning teacher assistantship program (mentor program) are to assist the beginning teacher (OS I) in the performance of their duties; to assist the beginning teacher to develop skills and educational practices necessary for excellence in vocational teaching; and to assist the beginning teacher in developing their Professional Development Plan.

Please respond to the following with the above objectives in mind.

I. As a result of the mentor program, I feel that the beginning teacher: (Check the best response)	<table border="0"> <tr> <td style="text-align: center;">Much Better</td> <td style="text-align: center;">Some Better</td> <td style="text-align: center;">No Better</td> </tr> </table>	Much Better	Some Better	No Better
Much Better	Some Better	No Better		
1. Manages classroom situations	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
2. Manages lab sessions	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
3. Manages student behavior	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
4. Utilizes instructional methods	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
5. Monitors student performance	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
6. Utilizes daily instructional plans	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
7. Manages the vocational youth group	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
8. Maintains reasonable work standards for students	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
9. Interacts effectively with students, parents, co-workers and community	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			
10. Understands school law, policies, rules, and budgetary procedures	<table border="0"> <tr> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> <td style="border-bottom: 1px dashed black; width: 30px;"></td> </tr> </table>			

II. In the space provided, give your reaction to the following items.
Use the back of the paper if needed.

A. Benefits of the mentor program to the beginning teacher.

B. Problems the mentor program may have caused you.

C. Suggestions for improvement of the mentor program.

The objective of the Professional Development Planning system is to provide a system by which the beginning teacher can effectively plan for growth as a vocational education teacher. The PDP is developed with assistance and approval of the Vocational Administrator and a university representative.

Please respond to the following items regarding the PDP

I. In the space provided, give your reaction to the following items.
Use the back of the paper if needed.

A. Benefits of the PDP program to the teacher.

B. Problems the PDP program may have caused you.

C. Suggestions for improvement of the PDP program.

II. What has been or will be your involvement with the beginning teacher's PDP?

SURVEY FORM FOR VOCATIONAL ADMINISTRATOR OF BEGINNING TEACHER (OS I)
IAAVD TECHNICAL REPORT DATA

The objectives of the beginning teacher assistantship program (mentor program) are to assist the beginning teacher (OS I) in the performance of their duties; to assist the beginning teacher to develop skills and educational practices necessary for excellence in vocational teaching; and to assist the beginning teacher in developing their Professional Development Plan.

Please respond to the following with the above objectives in mind.

I. As a result of the mentor program, I feel that the beginning teacher: (Check the best response)				
	! Much !	! Some !	! No !	!
	! Better !	! Better !	! Better !	!
1. Manages classroom situations	! ! ! !			
2. Manages lab sessions	! ! ! !			
3. Manages student behavior	! ! ! !			
4. Utilizes instructional methods	! ! ! !			
5. Monitors student performance	! ! ! !			
6. Utilizes daily instructional plans	! ! ! !			
7. Manages the vocational youth group	! ! ! !			
8. Maintains reasonable work standards for students	! ! ! !			
9. Interacts effectively with students, parents, co-workers and community	! ! ! !			
10. Understands school law, policies, rules, and budgetary procedures	! ! ! !			

II. In the space provided, give your reaction to the following items.
Use the back of the paper if needed.

A. Benefits of the mentor program to the beginning teacher.

B. Problems the mentor program may have caused you.

C. Suggestions for improvement of the mentor program.

III. What do you see as your school's costs associated with the mentor program and for the Professional Development Planning system for each beginning teacher? Following are some suggested costs that might be involved. Please add other categories as appropriate. Place costs under direct cost if your school actually paid extra dollars to do the task. If not actually paid for in extra dollars, put under indirect costs. Estimate costs to completion of this year's program.

Cost Item	Hours	Direct	Indirect
Mentor Costs (mentor program)			
1. Mentor time in observations	-----	\$-----	\$-----
2. Mentor time for conferences	-----	\$-----	\$-----
3. Substitute pay for mentor	-----	\$-----	\$-----
4. -----	-----	\$-----	\$-----
5. -----	-----	\$-----	\$-----
6. -----	-----	\$-----	\$-----
Beginning Teacher Costs: (mentor program)			
1. Observing other teachers	-----	\$-----	\$-----
2. Substitute pay for beginning teacher to observe	-----	\$-----	\$-----
3. -----	-----	\$-----	\$-----
4. -----	-----	\$-----	\$-----
5. -----	-----	\$-----	\$-----
Beginning Teacher Costs (PDP planning)			
1. Meetings with University representative	-----	\$-----	\$-----
2. Meetings with Vocational Administrator	-----	\$-----	\$-----
3. -----	-----	\$-----	\$-----
4. -----	-----	\$-----	\$-----
Administrative Costs: (mentor program)			
1. Three hour in-service for beginning teacher.	-----	\$-----	\$-----
2. Extra conferences with mentor and beginning teacher	-----	\$-----	\$-----
3. Completing the beginning teacher assistantship inventory	-----	\$-----	\$-----
4. -----	-----	\$-----	\$-----
5. -----	-----	\$-----	\$-----
6. -----	-----	\$-----	\$-----

Cost Item	Hours	Direct	Indirect
Administrative Costs: (PDP planning)			
1. Meetings with University representative	-----	\$-----	\$-----
2. Meetings with Vocational Administrator	-----	\$-----	\$-----
3. -----	-----	\$-----	\$-----
4. -----	-----	\$-----	\$-----

Other Costs: List each item.

1. -----	-----	\$-----	\$-----
2. -----	-----	\$-----	\$-----
3. -----	-----	\$-----	\$-----

The objective of the Professional Development Planning system is to provide a system by which the beginning teacher can effectively plan for growth as a vocational education teacher. The PDP is developed with assistance and approval of the Vocational Administrator and a university representative.

Please respond to the following items regarding the PDP

I. In the space provided, give your reaction to the following items. Use the back of the paper if needed.

A. Benefits of the PDP program to the teacher.

B. Problems the PDP program may have caused you.

C. Suggestions for improvement of the PDP program.

II. What has been or will be your involvement with the beginning teacher's PDP?

APPENDIX B

FINAL EVALUATIVE REPORT

Professional Development for Occupational Specialist:
Beginning Teacher Assistantship and Professional
Development Plan

Project Director
Dr. Robert E. Croker

Evaluator
Dr. Jack Kirby

June 1990

INTRODUCTION

This is the final third party evaluation for the Occupational Specialist Vocational Teacher Development Project. This evaluation is intended to evaluate the accomplishments of the project, and to make recommendations for the future.

EVALUATION OF OBJECTIVES

Objectives for the project were established initially in the form of anticipated results of the project. An overriding objective actually was to improve the capabilities of vocational teachers and eventually the improvement of vocational education. This overriding objective will need to be evaluated at a later time.

Guidelines and Resource Materials for Mentors

This project focused on the utilization of mentors to assist vocational teachers who were involved with the certification process. As a part of the mentor process, it was intended to develop a handbook to provide mentors with guidelines and to identify resources for mentors to use as they assisted the vocational teachers to whom they were assigned.

The resultant handbook is a fine document. It is professionally done and contains a considerable amount of information that will be helpful to mentors before and during the time that they are working with beginning vocational teachers. Not only does it contain the procedures and requirements that mentors must follow but it also includes some helpful information regarding characteristics of students, the certification requirements, discussion and feedback data, problems of beginning teachers, and topics to discuss with beginning teachers.

All in all it is a fine document and certainly meets the intent of the project. This evaluator would feel comfortable in using this handbook.

Handbook for Professional Development Planning

A quality handbook has been developed as a result of this project. It contains some fine information and procedures including examples for developing a Professional Development Plan. Those involved with preparing a PDP should be able to do so with little or no problems if they utilize this handbook.

This evaluator's main concern would be with the large amount of repeat material that is in the Administrator/Mentor Handbook and the minimal amount (6 pages plus an introduction) in this Handbook. As will be recommended later in this report, these two documents could very well be combined.

Guidelines and Procedures for Vocational Directors

These guidelines and procedures were to be developed to assist vocational directors with the teacher assistantship program. Due to the close relationship of the vocational directors and the mentors as well as the similarities of the guidelines and procedures, these guidelines and procedures were combined with those for the mentors. This combining was a good idea since the mentor and the vocational director should be working with the vocational teacher in concert relative to improvement of instruction and complete certification.

While the inclusion of vocational administrator guidelines and procedures with that of the mentor is correct and appropriate, it seems that there is very little directed specifically to the vocational administrator, realizing that the vocational administrator works closely with the mentor. However, it does appear that procedures and responsibilities of the vocational administrator could be expanded some, particularly since it receives a major heading on the cover. The loose leaf binder material may provide for more of this but then this becomes a little misleading.

Published Papers - Teacher Assistantship Program and PDF

A paper was to be developed as a result of this project and to be published. This paper was to focus on the new certification program, describing the requirements and the procedures. This paper was written and submitted to be published in the AVA Journal. The paper was brief but informative and did a fine job of explaining what the certification requirements were and what had been accomplished with this project.

Training of Teacher Educators

This project was to include the training of eight (8) teacher educators who in turn would conduct workshops for a significant number of mentors. These teacher educators were trained on schedule and were well prepared to conduct workshops for the mentors.

Mentor Workshops

The project was to establish and conduct workshops to prepare ninety two (92) mentors. These mentors would then be assigned to beginning teachers needed during the 1989-90 school year. Only seventy-five (75) mentors actually signed up and received training. Training was conducted at four (4) workshops plus a few on an individual basis and this training provided proper preparation to enable the mentors to provide adequate assistance to the beginning teachers during their first year of teaching.

Video of Mentor Training

The mentor workshops were a key part of this project and these workshops were to be video taped. The resultant tape was quite lengthy and considerable time and effort was spent in condensing it down to a usable length. Nevertheless a two-hour tape was developed and contains some very good information and assistance for mentor development.

While the content of the tape is basically good, the quality of the tape itself is not good. Particularly the audio portion is bad except for the narration. This tape will not be well received by most mentors. In addition it is too long for one sitting and in the introduction, there should be more explanation of how the tape should be used by potential mentors, as well as to identify more specifically the different segments of the tape. While the tape is divided into two parts, the division comes in the middle of mentor discussions (evaluation) of a student teacher which upsets the train of thought. There appear to be about 3 or 4 logical parts to the material (plus an introduction) that should be clearly identified and a suggestion as to how the parts should be used by potential mentors (including how much to view in one sitting).

The material on the tape is very good and mentors could get some very valuable help by viewing the tape. Viewing teachers in action and then evaluating is an excellent aspect. The other material is also very appropriate and well done.

However, the quality of the tape and the lack of more specific directions as to use of the tape will discourage appropriate use of the tape.

It is suggested that in the near future the tape be redone, possibly in a "staged" situation and with specific segments and directions for use. Based on the content that is on the existing tape, the following parts might be appropriate:

- Part I Introduction
- Part II Mentorship
- Part III Problems of Teachers
- Part IV Teaching Skills (observing teachers and evaluating)
- Part V Problem Situations and Mentor Reaction
- Part VI Tips on Mentoring and Conclusion

Possibly three parts could comprise one viewing.

Brochure on Occupational Specialist Certificate Program

A professional brochure was to be developed detailing the Occupational Specialist Certificate Program. The resultant brochure is well done and does a fine job of detailing the program, identifying the requirements, the materials available, and where to get additional information.

Technical Report

A technical report was to be completed to include an evaluation of the program as well as a cost analysis of the project. The data for this report was gathered and assembled by the Indiana Association of Area Vocational Districts. This association then prepared a final report which provides some valuable insights into the program. While the findings (benefits and cost) are not all positive, these findings do suggest that the project was successful and at minimal cost to the districts. It might have been desirable to get some feedback on the mentor and vocational administrator training also.

Training for Vocational Directors

Vocational directors are a significant part of the teacher assistantship program and the project was to establish a training program for directors and other supervisory personnel. This was done in three parts. A video tape was developed to provide for orientation to the training. Then two different workshops were conducted to provide live training, and then a Professional Development Plan video tape was prepared. This provided very appropriate training for these people with videos that can be reviewed as needed.

Other

Besides the previously covered objectives and outcomes of this project, there were others that were not specifically identified in the project proposal but which were significant results.

A video tape was prepared relative to the Professional Development Plan. The question/answer approach was used for this tape and it is very well done. It will provide some valuable assistance in the preparation of Professional Development Plans.

The Indiana Association of Area Vocational Districts developed a Vocational Administrator's Guide to Occupational Specialist Certification. This guide is organized in loose leaf form which lends itself to changes and updating. There is some fine material in this document that can provide administrators with appropriate assistance in working with the new certification procedures. However, there is a lot of duplication between this document and the "handbook" that was developed. It appears as though this occurred due to some lack of communication within the project.

The establishment of an 800 telephone number for interested persons to call for information was an excellent feature of the project.

SUMMARY AND CONCLUSIONS

New Certification requirements have been established for beginning teachers in Indiana. A project has been conducted to implement these requirements. Teachers work with mentors and develop a plan for professional growth. Mentors have been trained, vocational administrators have been trained, printed and video materials have been prepared, and beginning teachers have been assisted in their first year of teaching as well as being involved in preparing a Professional Development Plan. All in all, the objectives of this project were met.

Based on the activities conducted, the benefits identified by the participants, and the materials developed, it can be concluded that the project was a success. It can also be concluded that there are areas for change and improvement as revealed in the earlier portions of this report.

A final conclusion can be that communication, or the lack of it, can cause some problems as was the case with this project.

RECOMMENDATIONS

As a result of the review by this evaluator, the following recommendations are made:

1. Continue the program. It is certainly a fine concept that needs to continue with necessary changes and revisions.
2. Combine the handbooks. There is a lot of duplication in each and minimal different material. While there may be some value to separate documents (because different individuals will use them) there appears to be more benefit from a single document so that each person involved will have a better understanding of what the others are doing and with what they are involved. This single document should be divided such that sections pertaining to specific individuals can be easily located. Mentors, as well as others should be involved with any revisions.

The Introduction to each handbook contains some good procedural information and should be a major portion of the handbook. Putting this information in the Introduction tends to lessen its importance. Possibly the mentor stipend of \$600 should not be specified, since that dollar amount might change.

3. While it may be implied, it was not stated that future mentors should go through some training. It was assumed that the video tape might serve this purpose and therefore the extensive suggestions for that tape. The mentor concept is very significant to this program and should be continued with appropriate training.
4. The mentor video tape should be changed and improved as indicated previously.
5. To continue with the significance and importance of this program, a follow-up article should be prepared and published a year or so after the program is in place.
6. It is recommended that follow-up research be conducted, research that will identify areas for improvement (mentor training, etc.) but more significantly the impact that this program has had on teacher improvement and proper vocational preparation.
7. It is recommended that in future projects such as this one that complete communication between all parties involved be a major concern.

APPENDIX C

TITLE

INDIANA'S VOCATIONAL TEACHER INDUCTION PROGRAM

Author

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School of Technology
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School year 1989-90 brought a new concept in teaching to vocational education in Indiana, the Beginning Teacher Assistantship and Professional Development Plan. Since 1987 Indiana has had a teacher induction program for standard licensed teachers however, this program did not include "conditionally licensed" vocational teachers.

The movement towards a vocational teacher induction program was made with the adoption of a new licensing pattern for vocational teachers in Indiana, the Occupational Specialist Certificate I, II, III. The new pattern was designed to increase the professionalism of vocational teachers. As such, the state decided to include vocational teachers in the induction program.

Teacher induction seems to be receiving much acceptance. In fact, there are presently twenty states that have already adopted, or are currently piloting, teacher induction programs. There are also three states that have explored teacher induction and have given up on the idea. So, as with anything new, there are mixed emotions regarding the utility, or feasibility of teacher induction.

In order to implement vocational teacher induction in Indiana, Indiana State University was tasked with developing the wherewithal to begin and sustain such a program. Many existing programs, as well as pilot programs, were investigated. As a result, Indiana has a program with characteristics similar to many existing ones, with some unique features.

Initial reactions to the vocational teacher induction

program were quite as one would expect, ambivalent. However, after concluding the first year of operation, attitudes have shifted in the general direction of support. As part of the implementation process formative and summative evaluation took place. Other than "first year" operational problems, communications, lack of needed forms, rumors, and the like, the program was received well, with a positive outlook for the future.

Indiana's Beginning Teacher Assistantship program requires all first year teachers, regardless of licensing, to serve a two semester assistantship. The term "assistantship" may be somewhat misleading, but was chosen to avoid confusion with the "other" state induction program referred to as "internship." A teacher on an assistantship has a full day teaching assignment and receives regular pay and benefits.

All beginning teachers must meet the "Basic Requirements" for teacher certification in Indiana. Indiana's basics are quite similar to many other states and address actual occupational experience. If the beginning teacher meets the basic requirements they begin their teaching assistantship. There is a provision for eliminating the teacher assistantship, and that would apply to a beginning vocational teacher that has had three or more years of teaching experience. Other than that, all teachers have to undertake an induction experience in Indiana.

As conditionally licensed teachers begin their teaching career they do so as an Occupational Specialist I. This

certification is valid for one year with a one year renewal, under conditions of less than satisfactory completion of the assistantship. Those decisions are made by local vocational administrators and are subject to appeal.

The beginning teacher assistantship that Indiana has adopted requires that the teacher complete five steps.

Step One requires that each teacher complete the "beginning teacher seminar." This seminar consists of forty-five clock hours of instruction. Three hours are conducted at the local school by the vocational administrator and consists of orientation to the school environment. The remaining forty-two hours are conducted by a university vocational teacher educator. The content of the forty-two hours focuses on teaching skills.

Step Two pertains to the two semester beginning teacher assistantship. The assistantship requires supervision by a "mentor." A mentor must have a minimum of five years teaching experience, must consent to the assignment, should teach a similar topic (although not required), and should teach in the same building (also not required). It should be noted that the mentor does not take on the responsibility of supervision. In fact the mentor has no role in teacher evaluation, but serves merely as a "coach." A mentor has certain hourly obligations and requirements and is paid a stipend for this service.

Step Three involves the development of a Professional Development Plan (PDP). This is a simple document that is written jointly by the PDP committee. The committee consists of

the teacher, the vocational administrator, and a university vocational teacher educator. Each teacher has the opportunity to select the university representative of his/her choice. The document is to outline the teachers efforts at professional development that would lead to license renewal in four years. Professional development can be through university credits, technical skills updating, or a combination of the two.

Step Four is presently being worked on in the state and is expected to go into effect on September 1, 1991. This step will require all beginning vocational teachers to take a Basic Skills Test which covers reading, mathematics and language arts. This is not a "pass/fail" test but is to be used as a guide in developing the PDP.

Step Five is also being developed to go into effect on September 1, 1991. This final step is an Occupational Competency Test. NOCTI seems to be the test of preference and will include both a written and performance section. For this step a passing score is required, but has yet to be established. Any state or federally required testing for competency may satisfy this step.

As a part of the new induction process mentors are required to receive specialized training. This training focuses on three areas of concern: Interpersonal communications skills; Teacher observation skills; and Conferencing skills. A two hour video tape has been made of the actual mentor training sessions. This tape serves to reinforce the three focus areas, and is provided for mentors to use as they feel it is needed.

Three handbooks have been developed to assist all concerned persons with the new procedures. One handbook is for Vocational Administrators and Mentors, another is for the Beginning Teacher and the third, entitled Professional Development Plan, is for all who serve on a PDP committee. Again, a video has been developed to attempt to answer questions regarding the PDP.

At the conclusion of the first year of operation it has been determined that a "mentor workshop" is needed. The workshop will include all mentors and all beginning teachers. It will be a part of the Indiana Vocational Association convention. A recommendation will be to continue the practice of a workshop of this nature. As mentors, teachers, administrators, and teacher educators meet to discuss successful and not so successful experiences, it is felt that the program can only become better.

Time alone will be the judge as to the effect the vocational induction program has on Indiana's secondary students. The system has some adjustments to be made. However, another step has been taken to improve upon vocational education in Indiana.

Anyone interested in obtaining information about Indiana's vocational induction program should feel free to write the author. A brochure will be sent to you identifying the features. The handbooks are available through the National Network for Curriculum Coordination in Vocational & Technical Education, as well as ERIC.

As a part of the Beginning Teacher Assistantship and Professional Development project, a follow-up workshop was held at the annual IVA conference held in Indianapolis. Mentor and Beginning Teacher evaluations were made, the results of those evaluations are an appendix to this report. In addition, six areas were identified and all participants were invited to provide input.

Input was solicited and received in the following areas: Suggestions to Vocational Administrators; Suggestions to University Personnel; Suggestions to Mentors; Suggestions to Indiana Department of Education; Future Programs Should...; Anything Else?.

The following address the six areas of concern identified above. Suggestions to Vocational Administrators:

- Share more information with staff regarding changes in licensing, etc.
- Provide observation time during class day!
- Be as familiar with the program requirements as the mentor is!! (this suggestion received much support from attendees)
- Require administrators to attend training program.
- Meet with mentors on a regular basis to discuss progress and observations.
- Pass information on to mentor teachers when it is received.

A word of caution is necessary here. In speaking with mentors it was observed that some administrators asked for comments from mentors about beginning teacher progress. In addition, at least one administrator expected the mentor to evaluate the beginning teacher. The mentor training provided cautioned against each of these practices. A mentor should NEVER evaluate the beginning teacher, this point was emphasized at the workshop. Any conferencing between the mentor and the administrator should include the beginning teacher.

Suggestions to University Personnel comments were as follows:

- Get printed material, video's, etc. together before program starts - SHARE!!! (pilot program)
- Send updated information when needed and don't assume someone else will do it!

Some frustrations were sensed by mentors and beginning teachers having to begin a program without having all the necessary parts in place. Many thought that a pilot program would have been appropriate. This, of course, can serve no purpose for the project but, it is hoped that future projects will consider piloting before total commitment.

Suggestions to the Mentors included:

- Please listen to beginning teacher - don't preach, give encouragement!
- Help establish organizational skills
- Be available
- Share P.D.P. information
- Be as aggressive as needed

I believe that some of the concerns expressed in this area could be solved by one of the recommendations made in the final report: include teachers on the selection committee for mentors. We need the best teachers to serve as mentors, we should not settle for anything less.

It should go without saying that the Suggestions to Indiana Department of Education would be the longest list.

- Continue the program & fund it!
- Where are the funds?
- Mentor trainers should also mentor at least once a year (classroom teacher) then share with mentors.
- Combine assistantship and intern programs, as it stands now, it is very confusing to teachers and administrators.
- Why was vocational education not included in Intern program? Discrimination?!?!?
- Meeting mid-year of mentors to share successes, concerns, etc.
- Who determines who must be mentored? There was some confusion about this at my school. Who to contact to resolve the situation?
- Provide for those who don't "fit the mold."

There were many mentors in attendance who were near hostile over the payment of mentor situation. Many were told that the Governor had not signed the necessary document that would allow them to receive pay. This situation needs to be looked at very closely and resolved, soon! There are also people in Indiana who are not sure what is happening, hopefully these numbers are few now. There was a real feeling of discrimination against vocational education with the division between the assistantship and the intern programs.

In the recommendations for Future Programs we find:

- Should begin prior to beginning of school year.
- Contain some type of written agreement/outline/checklist of activities and who is responsible for each item therein.
- Completing PDP's in order for mentors to feel a little more competent!
- Be slightly more prepared to dispense information to new teachers.

Once again we see the need to pilot programs before implementing them called for here. It is also evident that all materials developed did not reach their intended destination. This problem could be one of timing, distribution, or lack of understanding.

The final area addressed left the topic of concern open: Anything Else?

- More advance information of this particular conference would have been helpful. All those who came had to figure the details after receiving a single, curt correspondence months ago.
- Thanks for picking up conference fees!
- Initial training was good. If program continues, don't abandon those of us out there in the trenches.

Actually there were two curt letters sent about the conference. Apologies were made, the staff of the project assumed that IVA would confirm all registrations. This is apparently not the present policy of IVA.

The variety of concerns expressed during this two hour workshop would indicate the need for future workshops. It is believed that the IVA workshop is a good idea. Some of the suggestions indicated that perhaps another is needed mid-year.

EVALUATION SUMMARY

SUMMARY OF RESPONSES
OCCUPATIONAL SPECIALIST BEGINNING TEACHER PROGRAM
BEGINNING TEACHER EVALUATION
August 7, 1990

Five beginning teachers completed the form. Their responses are summarized below.

1. What is your age group?

20-29 - 1
30-39 - 1
40-49 - 2
50-59 - 1

2. Where were you located in relation to your mentor?

Across the hall or next door - 1
In the same building - 4

3. What was the nature of your orientation program?

Conference with the building administrator - 1
Conference with building administrator and mentor - 1
No orientation was given - 2

4. Did you teach in a different subject area from your mentor?

Yes - 1
No - 4

5. How often did you confer with your mentor on the average?

Three or more times a week - 4
Two times a week - 1

6. Were the majority of your conferences,

Rather evenly distributed throughout the year - 5.

7. Mark the topics that you talked about during conferences.

Student behavior - 4
Teaching techniques - 4
Lesson critique - 4
General information - 5

8. Did your mentor usually confer with you prior to his observing you?

Yes - 1
No - 4

9. Did your mentor usually confer with you after having observed you?
Yes - 3
No - 2
10. How often were you observed by your mentor during the first nine weeks?
2-3 times a week - 5
11. How often were you observed by your mentor during the rest of the year?
At least once a week - 5
2-3 times a week - 2
12. Did you observe your mentor teach?
Yes - 5
13. If yes, how many times?
Two to five - 1
Six to ten - 3
14. Did you observe other teachers?
Yes - 1
No - 4
15. If yes, how many times?
One - 1
Six to ten - 1
16. Did you have a Professional Development Plan which described your plan for license renewal?
Yes - 2
No - 3
17. If yes, check those persons who were involved in its development.
Your vocational administrator - 2
A university representative - 2
You - 1
18. If you had a Professional Development Plan, did your mentor use it in working with you?
Yes - 1
No - 1
19. Did your mentor use the Beginning Teacher Assistantship Inventory in working with you?
Yes - 2
No - 1

20. Did you participate in a 45 clock hour beginning teaching seminar?

Yes - 5

On a scale of 1 to 5 with five being highest, rate the following experiences:

21. Mentor assistance

4 - 1

5 - 2

22. Professional Development Plan

2 - 1

5 - 1

23. Beginning Teaching Seminar

2 - 2

4 - 1

24. Observations

3 - 2

4 - 1

25. Conferences

3 - 2

5 - 1

26. Administrative Evaluation

3 - 1

4 - 3

5 - 1

27. My mentor helped orient me to the school and to my responsibilities.

Definitely yes - 5

28. My mentor helped me with problems as they arose.

Definitely yes - 5

29. My mentor helped me to understand what a good teacher is and what I need to do to be more like that model.

Definitely yes - 4

Generally yes - 1

30. My mentor helped me to receive a better evaluation as a teacher.
- Definitely yes - 4
Generally yes - 1
31. My mentor and I had enough time to work together.
- Definitely yes - 2
Generally yes - 2
Generally no - 1
32. My mentor modeled characteristics important to becoming a professional.
- Definitely yes - 4
No opinion - 1
33. Did you successfully pass the Beginning Teacher Assistantship Inventory?
- Yes - 2
34. Do you plan to teach next year?
- Yes - 5
35. If yes or undecided, do you plan to remain at the same school?
- Yes - 5

SUMMARY OF RESPONSES
OCCUPATIONAL SPECIALIST BEGINNING TEACHER PROGRAM
MENTOR EVALUATION
August 7, 1990

A total of sixteen mentors responded to the questionnaire. Six of the sixteen indicated that they were selected to be mentors but did not have a beginning teacher assigned to them. They completed only items one and two. The remaining ten served as mentors and responded to the complete questionnaire.

1. How were you selected to be a mentor?

Recommended by vocational administrator - 15

2. What kind of training did you receive to be a mentor?

None - 2

Workshop sponsored by local district - 1

Workshop sponsored by grant - 12

Other: 23 years of experience

Workshop sponsored by Ball State

Indiana State University

3. Did your intern have a pre-teaching orientation and were you a participant?

Yes - 1

No - 6

4. Where you located in relation to your intern?

Across the hall or next door - 1

In the same corridor - 2

In the same building - 5

In a different building - 2

5. Did your intern teach a subject different from yours?

Yes - 9

No - 1

6. How often did you confer with your intern on the average?

Three or more times a week - 5

Two times a week - 2

About once a week - 2

Other: Every day the first week

Less often as time went on

Once a month by the end of the year

As needed

7. Were the majority of your conferences,
- During the first few weeks? - 1
 - Rather evenly distributed throughout the year? - 7
 - At peak periods - 2
8. Check the topics that you talked about during conferences.
- Student behavior - 9
 - Teaching techniques - 9
 - Lesson critique - 9
 - Information about teaching field - 9
 - Other: Planning
 - Evaluation
 - Building procedures
9. Did you usually confer with your intern prior to an observation?
- Yes - 7
 - No - 3
10. Did you usually confer with your intern after an observation?
- Yes - 8
 - No - 2
11. How often did you observe your intern during the first nine weeks?
- At least once a week - 5
 - 2-3 times a week - 1
 - At least once every 2-3 weeks - 2
12. How often did you observe your intern during the rest of the year?
- At least once a week - 3
 - At least once every 2-3 weeks - 3
 - Once a month - 2
 - Other: As needed by request from intern
13. Did your intern observe you teach?
- Yes - 6
 - No - 4
14. If yes, how many times?
- One - 1
 - Two to five - 5
15. Did your intern observe other teachers?
- Yes - 8
 - No - 2

16. If yes, how many times?

One - 1

Two to five - 5

Six to ten - 2

17. Were you included in developing the intern's Professional Development Plant?

Yes - 3

No - 7

18. Did you use the Professional Development Plan and the Beginning Teacher Assistantship Inventory in working with your intern?

Both - 3

Neither - 4

Professional Development Plan only - 2

Beginning Teacher Assistantship Inventory only - 1

19. Did your intern participate in a 45 clock hour beginning teacher seminar?

Yes - 8

No - 2

20. Would you consent to be a mentor again?

Yes - 10